DOCUMENT RESUME

ED 228 813 EC 151 671

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TITLE Enriched Upper Elementary Language Arts Unit: Vocabulary, Grades 5-6. Bulletin No. 346-A.
INSTITUTION Beloit Public Schools, Wisc.
PUB DATE Jun 82
NOTE 91p.; For related documents, see EC 151 672-674.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Enrichment; *Gifted; Intermediate Grades; *Language Arts; Learning Activities; Talent; *Vocabulary Development

ABSTRACT

The guide presents enrichment activity information for a language arts unit focusing on vocabulary for gifted and talented students in grades 5 and 6. The information is presented in terms of objectives, entry skills, teacher's approaches, student activities, and resources. Activities deal with such aspects of vocabulary development as synonyms and synonym groups, livelier language, simpler sentences, action verbs, usage, and use of reference tools (including a thesaurus). Examples of practice and drill exercises emphasizing vocabulary development are included. (CL)

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ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

GRADES 5-6

June, 1982

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: LANGUAGE ARTS

LEVEL: 5-6

SUBTOPIC: VOCABULARY

DEVELOPER: Carol Johnson

OBJECTIVE	ENTRY SKILLS
The student will develop a better sense of word usage through synonyms.	Ability to use a dictionary.

5

6

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Run off copies of attached dittos. 2. Discuss the need for more colorful or precise words depending on what kind of writing is taking place. 3. Go over word choices and examine the different words in each list.	From the word box choose the correct word to add to each list of synonyms.	New Language Patterns and Usage Continental Press FOLLOW-UP/EVALUATION

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UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will develop a better sense of word usage through synonyms.	Ability to refer back to given information.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Run off copies of attached dittos. 2. Discuss the use of livelier words in speech and writing and the need for sometimes using simpler words. 3. Go over student choices of words and discuss.	Students will refer back to word lists from yesterday's assignment and fill in spaces with a more colorful synonym than the one given. Students will now do the opposite. They will use word lists provided to fill in the sentence with a simpler synonym.	New Language Patterns and Usage Continental Press FOLLOW-UP/EVALUATION

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UNIT AREA: LANGUAGE ARTS

LEVEL: 5-6

SUBTOPIC: VOCABULARY

DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
1. The student will replace words in a phrase with synonyms from a given list.	Ability to use synonyms.
2. The student will replace underlined words in a sentence with their own synonyms.	Ability to use Thesaurus or dictionary for synonyms.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Run off or write on board 10 phrases, underlining the word you wish replaced by a synonym. Give choices of synonyms in a word box.	Replace underlined word in each phrase with a synonym from the word box.	New Language Patterns and Usage Continental Press
2. Have students complete assignment.		
3. Write out ten sentences with a word of your choosing underlined to be replaced by a synonym of the student's choosing.	Replace underlined word from each sentence with a synonym of your choice. Try to be more colorful in your choice of words.	
4. Have students complete assignment.		
5. Go over and discuss word choices.		
		FOLLOW-UP/EVALUATION

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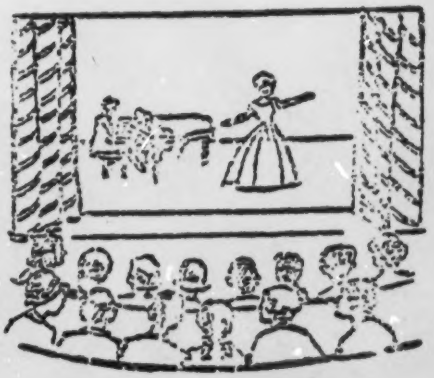
NOUNS

List four words that could be substituted for the main word of the subject in this sentence.

The speaker is fascinating.

_____ _____ _____ _____

Perhaps you thought of words like man, park, book, or thought. Such words are nouns and usually name persons, places, things, and ideas. Supply a noun to complete the subject in each of the following sentences:



1. The _____ seated over a thousand people.
2. A red-headed _____ sang a solo.
3. Her beautiful _____ was made of satin.
4. The _____ delighted the audience.
5. All of the _____ clapped loudly.
6. Then a _____ played the piano.
7. His _____ flew over the keys.
8. The _____ was a great success.

Nouns may also occur in the predicate. List four words that could substitute for the noun in the predicate of this sentence:

The governor talked about transportation.

_____ _____ _____ _____

Supply a noun to complete the predicate in each sentence below.

9. Each state tries to solve its own _____.
10. The answers sometimes cost much _____.
11. Increased air travel requires bigger _____.
12. Our roads are crowded with _____.
13. A new highway will be built through that _____.
14. Saving lives concerns every careful _____.
15. Trash along the roadside destroys _____.
16. Don't be a _____.

Write sentences of your own. Underline each noun you use. One sentence is started for you.

17. Animals live deep in the ocean, and _____

18. _____

19. _____

20. _____

Look at the pairs of nouns below. What is different about each noun in Colum A and its partner in column B?

A	B
boy	Tommy Lewis
city	New Haven
school	Meadville
club	Elmville Music Club
state	Oklahoma
cat	Boots

Do you see that boy can mean any boy, but Tommy Lewis refers to one particular boy? When nouns name particular people, places, or things, they are proper nouns. The first noun in each pair at the left is a common noun because it does not name a particular person, place, or thing.

Is a capital letter used with common or proper nouns? _____

Write a common noun beside each of the following proper nouns. The first one is done for you.

1. Harvard university
2. Iowa _____
3. Mississippi _____
4. France _____
5. Yosemite _____
6. North America _____
7. Girl Scouts of America _____
8. First Baptist Church _____

Write a proper noun beside each common noun. The first one is done for you.

9. policeman Officer Beck
10. lake _____
11. girl _____
12. dog _____
13. book _____
14. song _____
15. city _____
16. street _____
17. neighbor _____
18. holiday _____
19. automobile _____
20. newspaper _____
21. dentist _____
22. planet _____
23. school _____
24. month _____

Use some common and proper nouns in original sentences. The first one is done for you. Underline all common nouns once and proper nouns twice. Use your imagination.

25. Our teacher, Miss Danbury, visited France when she traveled around the world.
26. _____
27. _____
28. _____
29. _____

Nouns (Singular and Plural)

Most nouns form their plurals by adding s to the singular form.

rock - rocks pencil - pencils teacher - teachers

In this lesson you will write plurals that are formed in different ways. Carefully examine the underlined words below. Then complete the statements that tell what changes must be made when the singular forms are made plural.

one fox, two foxes one bush, two bushes one glass, two glasses

Nouns which end in s, x, ch, or sh are made plural by _____. Notice that when we add another syllable in speech to form the plural, we add es in writing.

one monkey, two monkeys one baby, two babies

Singular nouns ending in y after a vowel form their plurals by _____

Singular nouns ending in y after a consonant form their plurals by _____

Write the plural forms of the following nouns:

1. dish _____
2. factory _____
3. guess _____
4. holiday _____
5. tax _____
6. watch _____
7. Sunday _____
8. box _____
9. tray _____
10. gas _____
11. delivery _____
12. goldfinch _____
13. alley _____
14. country _____
15. six _____

one safe, two safes one knife, two knives

Most nouns ending in f or fe form their plurals by _____

A few nouns ending in f or fe form their plurals by changing the f or fe to _____ and _____

Write the plural forms of the following nouns. If you are not sure of the plural form of some words, use a dictionary.

16. cliff _____
17. shelf _____
18. roof _____
19. life _____
20. thief _____
21. leaf _____

Some words in our language form their plurals by changing the vowels within the word as in man and men, foot and feet. Other words, such as fish and deer, are the same in both their singular and plural forms. Write sentences and use the plural forms of the words below. Use a dictionary if you need help.

22. (salmon) _____
23. (goose) _____
24. (sheep) _____
25. (woman) _____

NOUNS (Possessive Forms)

The word possessive has to do with ownership. In the sentences below, the underlined words are possessive forms of nouns.

A. Did you see Colonel Church's space suit?
The navigator's training took many months.

B. All the astronauts' suits are white.
The pilots' helmets are radiation proof.

C. The spacemen's trip to the moon was daring.
Some children's ideas about space were amusing.

Answer these questions about possessive forms:

Which of the possessive forms of nouns above are singular? _____ _____

Which possessive forms are plural?

_____ _____

_____ _____

Does the apostrophe come before or after the s in a singular noun? _____

Does the apostrophe come before or after the s in a plural noun ending in s? _____

What is added to form the possessive of plural nouns not ending in s? _____

Add whatever is necessary to make the underlined words below into possessive forms of nouns. The first one is done for you.

1. fingers of the girl the girl's fingers
2. hats of some ladies _____
3. papers of a teacher _____
4. tools of the man _____
5. caps of two boys _____
6. cars of both men _____

Rewrite the sentences below to make each one contain the possessive form of the underlined noun. The first one is done for you.

7. The real name of the pirate Blackbeard was Edward Teach.
The pirate Blackbeard's real name was Edward Teach.
8. The home of the crewman was Blackbeard's ship.

_____

_____

9. The first bold attack of Teach made him famous.

_____

_____

10. The devotion of his wives was quite mysterious.

_____

11. The bunks of the sailors were in the hold of the ship.

_____

12. The flag of the pirate ship was black.

_____

Write two original sentences and use a possessive noun in each.

13. _____

14. _____

SYNONYM GROUPS (Nouns)

DIRECTIONS: All words under the sentence have the same meaning as the key word. Find another word that has the same meaning from the "Word Window" and write it under the list where it belongs.

1. The flood caused much sadness.

sorrow
grief
woe
heartache

_____

2. Jim's friend went home.

pal
chum
buddy
comrade

_____

3. This is in the center of town.

middle
heart
core
hub

_____

4. The wind blew away the paper.

breeze
gust
gale

_____

5. He has enough money to buy it.

cash
currency
funds

_____

6. We have many useful tools.

devices
instruments
gadgets

_____

7. Their loyalty is wonderful.

faithfulness
devotion
allegiance

_____

8. What caused her sickness?

illness
disease
ailment

_____

9. The smell is very pleasant.

odor
scent
aroma

_____

WORD WINDOW

squall crony malady nucleus capital
implements fragrance mourning fidelity

SYNONYM GROUPS (Nouns)

DIRECTIONS: All words under the sentence have the same meaning as the key word. Find another word that has the same meaning from the "Word Window" and write it under the list where it belongs.

10. They were very colorful clothes.

garments
togs
garb
attire

_____

11. We fished in a nearby river.

stream
creek
brook
rill

_____

12. He told us an exciting story.

tale
yarn
legend
myth

_____

13. The storm raged for seven hours.

tornado
cyclone
hurricane
typhoon

_____

14. Our neighborhood has a hospital.

area
region
locality
district

_____

15. Her job is an interesting one.

trade
occupation
calling
profession

_____

16. The parents fed their children.

youngsters
offspring
descendants

_____

17. The wind made the flags flap.

banners
pennants
standards

_____

18. Help us pick up this trash.

litter
junk
rubbish

_____

WORD WINDOW

saga debris tempest rivulet ensigns
vocation progeny apparel vicinity

SYNONYM GROUPS (Nouns)

DIRECTIONS: All words under the sentence have the same meaning as the key word. Find another word that has the same meaning from the "Word Window" and write it under the list where it belongs.

19. A horse trotted along the road.

mare

steed

colt

filly

_____

20. The fool tried to jump across.

dunce

idiot

dolt

blockhead

_____

21. A ghost appeared in the doorway.

spook

spirit

phantom

specter

_____

22. She celebrated her victory.

success

triumph

accomplishment

_____

23. We will study the facts again.

information

data

evidence

_____

24. The lost boy looked hungry.

lad

youth

stripling

_____

25. We sailed slowly across the swamp.

marsh

bog

everglade

_____

26. Everyone enjoyed the fine meal.

dinner

feast

banquet

_____

27. The church was crowded tonight.

temple

chapel

cathedral

_____

WORD WINDOW

repast imbecile urchin bayou stallion

apparition tabernacle achievement statistics

LIVELIER LANGUAGE (Nouns)

DIRECTIONS: Change each sentence by writing synonyms for the underlined words in the blanks. The first letter of the synonym is shown, and each short line stands for one letter. If you need help, you may look back in the "Synonym Groups". The "Synonym Group" number is shown in parentheses after each word.

1. School flags (17) were waved after their victory (22).
   School p _ _ _ _ _ _ _ _ were waved after their t _ _ _ _ _ _.
2. An odor (9) from the factory spread over the area (14).
   An a _ _ _ _ from the factory spread over the l _ _ _ _ _ _ _.
3. Their children (16) rushed outdoors after the meal (26).
   Their o _ _ _ _ _ _ _ _ rushed outdoors after the
   r _ _ _ _ _.
4. In the tale (12), her clothes (10) were made of cobwebs.
   In the m _ _ _, her g _ _ _ _ _ _ _ were made of cobwebs.
5. The faithfulness (7) of the horse (19) to her is amazing.
   The a _ _ _ _ _ _ _ _ _ of the f _ _ _ _ to her is amazing.
6. During the storm (13), the wind (4) uprooted our tree.
   During the c _ _ _ _ _ _, the s _ _ _ _ _ uprooted our tree.
7. The facts (23) show that some cash (5) is missing.
   The e _ _ _ _ _ _ _ shows that some f _ _ _ _ are missing.
8. Many odd tools (6) are used in my job (15).
   Many odd g _ _ _ _ _ _ are used in my p _ _ _ _ _ _ _ _.
9. No one lives in the middle (3) of the swamp (25).
   No one lives in the h _ _ _ _ of the e _ _ _ _ _ _ _ _.
10. Throwing junk (18) in it is polluting the creek (11).
    Throwing r _ _ _ _ _ _ in it is polluting the r _ _ _.
11. Their pet's illness (8) caused much sadness (1).
    Tneir pet's a _ _ _ _ _ _ caused much h _ _ _ _ _ _ _ _.
12. The boy (24) thought the dancing spook (21) was funny.
    The y _ _ _ _ thought the dancing s _ _ _ _ _ _ was funny.

SIMPLER SENTENCES (Nouns)

DIRECTIONS: Two words are underlined in each sentence below. Make the sentence easier to understand by writing the "key word" for each underlined word in the blanks. (The "key word" is the underlined word at the top of each "Synonym Group".) The "Synonym Group" number is shown in parentheses.

1. The plane is caught in the nucleus (3) of the tempest (13).
   The plane is caught in the _ _ _ _ _ _ of the _ _ _ _ _.
2. That gale (4) scattered debris (18) all over our lawn.
   That _ _ _ _ scattered _ _ _ _ _ all over our lawn.
3. Rick's accomplishment (22) made his comrade (2) feel very happy.
   Rick's _ _ _ _ _ _ _ made his _ _ _ _ _ feel very happy.
4. The attire (10) of the urchin (24) showed that he was fighting.
   The _ _ _ _ _ _ _ of the _ _ _ showed that he was fighting.
5. We now have enough capital (5) to repair the chapel (27).
   We now have enough _ _ _ _ _ to repair the _ _ _ _ _ _.
6. The descendants (16) of the cavemen invented some implements (6).
   The _ _ _ _ _ _ _ _ of the cavemen invented some _ _ _ _ _.
7. Your malady (8) was caused by mosquitos from the bog (25).
   Your _ _ _ _ _ _ _ _ was caused by mosquitos from the _ _ _ _ _.
8. In our calling (15), we gather statistics (23); we don't guess.
   In our _ _ _, we gather _ _ _ _ _; we don't guess.
9. The ensigns (17) were lowered as a sign of mourning (1).
   The _ _ _ _ _ were lowered as a sign of _ _ _ _ _ _ _.
10. Everyone in the vicinity (14) was invited to the banquet (26).
    Everyone in the _ _ _ _ _ _ _ _ _ _ was invited to the _ _ _ _.
11. The saga (12) was about the fidelity (7) of a soldier.
    The _ _ _ _ _ was about the _ _ _ _ _ _ _ of a soldier.
12. That idiot (20) said the fragrance (9) passed through the wall.
    That _ _ _ _ said the _ _ _ _ _ passed through the wall.

ACTION VERBS

List four words that could be substituted for the main word of the predicate in this sentence.

Our class chose the myth of Prometheus, the ancient Greek god.

_____ _____ _____ _____

The words you thought of are action verbs. They tell what the subject does.

Underline the action verbs in the paragraph below. Remember that a sentence may contain more than one action verb.

Prometheus

The giant Greek god Prometheus stepped across rivers and climbed mountains easily. He also helped mankind. He stole fire from the ancient gods and gave it to man. As punishment, Zeus, the chief of the gods, chained Prometheus to a mount where a vulture attacked him every day. Prometheus suffered for many years. Hercules finally killed the vulture and Prometheus escaped.

The use of colorful verbs can make your sentences more meaningful. Think of verbs that can replace run in the following sentence:

Wild horses run across the prairie.

Do you see how verbs like gallop, race, and thunder could be used in place of run to make the sentence more descriptive?

Complete each sentence below with verbs that will make interesting word pictures.

1. When chilly fall winds _____, brightly colored leaves _____ across the lawn.
2. A huge eagle _____ down and _____its unsuspecting prey.
3. The giant bulldozer _____ big rocks out of its path and _____ down tall trees.
4. Young children _____ in the park as their mothers _____ together.
5. Everyone _____ for the lost key, but it was Joey who _____ it.
6. The disgusted player _____ off his helmet and _____ down on the bench.
7. A huge freighter _____ across the sea and _____ at the foreign port.
8. When our old car _____ to the top of the mountain, it _____ immediately.

Write sentences of your own using interesting action verbs. Write about other ancient myths or a subject of your choice. Underline each action verb you use.

9. _____
10. _____
11. _____
12. _____

ACTION VERBS (Plain and S Forms)

When one or more letters in a verb are changed or letters are added, we say that the verb changes form. In this lesson you will learn about the plain form of verbs (laugh, believe, sing) and the s form of verbs (walks, lifts, wishes, pitches). Notice that the s form of verbs can also be spelled with an es.

Study these sentences to discover how the verb changes form and what the different forms tell about the time the action happens.

A. The players arrive. B. The player arrives. C. The players are arriving.
D. The players have arrived.

Which sentence has an s form verb? _____ plain form? _____

Which sentences tell about something happening at the present time? _____

Which sentence tells about something that happened in the past? _____

In each sentence below underline the subject and circle the verb. In the space before each sentence tell whether the verb is plain form (plain) or s form (s). The first one is done for you.

plain 1. Both teams (practice) before the game begins.

_____ 2. The coach gives the lineup to the umpire at home plate.

_____ 3. One umpire stands behind home plate and the catcher.

_____ 4. The two umpires wear blue suits.

_____ 5. Three of our players bat left-handed.

_____ 6. The shortstop hands the ball to the pitcher.

_____ 7. Our catcher fires the ball back to the pitcher.

_____ 8. Infielders race after ground balls.

Look at the subject in each sentence above. Is the plain or s form of verbs used with singular subjects? _____ with plural subjects? _____
Is present or past time expressed by the plain or s form of verbs? _____

Underline the subject in each sentence below. In the space before each sentence tell whether the subject is singular (sing.) or plural (pl.). Complete the sentence with a plain or s form verb. The first one is done for you.

pl 9. Suzanne and Marie usually sit near first base.

___10. The coach _____ on the bench with the players.

___11. Harold usually _____ the bases faster than Russell.

___12. Most outfielders _____ fast to catch the ball.

___13. The outfielder almost never _____ the ball.

___14. Mr. Harrington often _____ Frank in the outfield.

___15. The players _____ their uniforms dirty during the game.

___16. Mrs. Jenkins _____ loudly for the home team.

___17. We _____ every home game if our work is done.

___18. The batboy _____ with the team to all games.

Write original sentences using plain and s forms of verbs.

19. _____

20. _____

21. _____

22. _____

ACTION VERBS (ed and ing Forms)

Most verbs have four forms.

plain form	s form	ing form	ed form
live	lives	living	lived
work	works	working	worked

Circle the verbs in the following sentences. Underline any auxiliaries.

A. We are visiting Dinosaur National Park.
B. That man is working very carefully.
C. They have uncovered a huge skeleton.
D. Many dinosaurs once lived here.

What do you think?

Cross out one of the words in parentheses so that the remaining statement is true.

1. The ing form of verbs (always, sometimes) requires an auxiliary.
2. The ed form of verbs (always, sometimes) requires an auxiliary.

Circle the ing and ed forms of verbs in the following sentences and underline any auxiliaries. The first one is done for you.

3. Next time we may be (seeing) new displays.
4. Scientists are finding more skeletons.
5. That man is sweeping dust from bones.
6. They will be studying the skeleton.
7. Tourists are listening to the ranger.
8. The last dinosaurs lived 60 million years ago.
9. Their footprints have been preserved in rocks.
10. Men have discovered skeletons fifty feet long.
11. Tyrannosaurus weighed about ten tons.
12. Their heads contained a very small brain.

Which sentences above tell about something that will happen (future time)? _____ has already happened (past time)? _____ is happening (present time)? _____

Supply ing or ed forms of verbs to complete the sentences below. In the space following the sentence tell whether the time expressed is past, present, or future. The first one is done for you.

13. Many animals are living in and around the remote lake. present
14. We _____ the canoe as quietly as possible. _____
15. A beaver was _____ on a piece of birch. _____
16. He slapped his tail and _____ under the water. _____
17. Baby loons are _____ along behind their parents. _____
18. Later today, the parents will be _____ them a meal of fish. _____
19. Other loons are _____ overhead. _____
20. A fawn _____ to the edge of the lake for a drink. _____
21. In a moment he will be _____ back into the underbrush. _____
22. A white-throated sparrow is _____ a cheery song. _____
23. Silvery fish _____ out of the quiet water. _____
24. Next year we may be _____ again to this beautiful lake. _____

SYNONYM GROUPS (Verbs)

DIRECTIONS: All words under the sentence have the same meaning as the key word. Find another word that has the same meaning from the "Word Window" and write it under the list where it belongs.

1. They began to attack the fort.

raid

invade

blitz

assault

_____

2. We saw him run across the park.

race

dash

jog

sprint

_____

3. He was told to cut the rope.

slice

carve

split

sever

_____

4. The scared child started to cry.

sob

weep

wail

bawl

_____

5. I must mix the flour and water.

combine

blend

unite

merge

_____

6. Rain made them stop the parade.

halt

cease

conclude

discontinue

_____

7. They promised to protect us.

defend

guard

shelter

_____

8. Can you throw it this far?

pitch

toss

hurl

_____

9. Why does Alan hate ice cream?

dislike

detest

despise

_____

WORD WINDOW

fling assail shield loathe cleave

scamper terminate whimper mingle

SYNONYM GROUPS (Verbs)

DIRECTIONS: All words under the sentence have the same meaning as the key word. Find another word that has the same meaning from the "Word Window" and write it under the list where it belongs.

10. They are going to show it now.

uncover
reveal
unmask
expose

_____

11. I began to wander across the field.

roam
stray
ramble
rove

_____

12. Let's carry this to the attic.

transport
bear
haul
tote

_____

13. We will make a treehouse.

build
construct
erect

_____

14. I used meat to attract the dog.

lure
tempt
decoy

_____

15. If we wait, it may be too late.

delay
pause
hesitate

_____

16. His speech will excite the mob.

inflame
stir
arouse

_____

17. Why do they always blame me?

accuse
criticize
denounce

_____

18. This will spin for half an hour.

rotate
whirl
revolve

_____

WORD WINDOW

convey entice gyrate disclose falter
meander manufacture reproach stimulate

SYNONYM GROUPS (Verbs)

DIRECTIONS: All words under the sentence have the same meaning as the key word. Find another word that has the same meaning from the "Word Window" and write it under the list where it belongs.

19. Vicky fell and hurt her hand.

harmed

injured

wounded

sprained

_____

20. "It is snowing!" called the girls.

shouted

yelled

hollered

bellowed

_____

21. They began to eat their lunch.

chew

munch

gnaw

nibble

_____

22. "Here it is," said the nurse.

remarked

commented

declared

exclaimed

_____

23. People looked at the odd creature.

stared

gazed

peered

glanced

_____

24. The boys beat the stuffed bear.

pounded

battered

thrashed

walloped

_____

25. Now we must change our plan.

revise

alter

vary

_____

26. She had slept for six hours.

napped

dozed

slumbered

_____

27. Keith grabbed the swinging rope.

seized

snatched

grasped

_____

WORD WINDOW

consume modify gaped bruised snoozed

whooped mentioned trounced clutched

LIVELIER LANGUAGE (Verbs)

DIRECTIONS: Change each sentence by writing synonyms for the underlined words in the blanks. The first letter of the synonym is shown, and each short line stands for one letter. If you need help, you may look back in the "Synonym Groups". The "Synonym Group" number is shown in parentheses after each word.

1. Bill hurt (19) his finger trying to cut (3) the meat.
   Bill w _ _ _ _ _ _ his finger trying to c _ _ _ _ the meat.
2. If you spin (18) the ball when you throw (8) it, it'll curve.
   If you r _ _ _ _ _ the ball when you h _ _ _ it, it'll curve.
3. "Begin the attack (1)," shouted (19) the major.
   "Begin the b _ _ _ _ _," b _ _ _ _ _ _ _ the major.
4. The laughing boys grabbed (27) the pillow and pounded (24) it.
   The laughing boys s _ _ _ _ _ the pillow and w _ _ _ _ _ _ _ it.
5. If we change (25) the words now, they will blame (17) us.
   If we r _ _ _ _ _ the words now, they will d _ _ _ _ _ _ _ us.
6. A horse became excited (16) and ran (2) into the crowd.
   A horse became a _ _ _ _ _ _ and d _ _ _ _ _ into the crowd.
7. The disappointed girl said (22), "I hate (9) rain."
   The disappointed girl r _ _ _ _ _ _ _," I d _ _ _ _ _ rain."
8. "Do not wait (15); mix (5) the cement quickly."
   "Do not h _ _ _ _ _ _ _; b _ _ _ _ the paints quickly."
9. If you uncover (10) the bait, it should attract (14) the bear.
   If you e _ _ _ _ _ the bait, it should l _ _ _ the bear.
10. After he had slept (26), the baby began to cry (4).
    After he had s _ _ _ _ _ _ _ _, the baby began to b _ _ _.
11. The mouse looked (23) at it, and then began to eat (21) it.
    The mouse p _ _ _ _ _ at it, and then began to n _ _ _ _ _ it.
12. I like to carry (12) a lunch and wander (11) over the hills.
    I like to t _ _ _ a lunch and r _ _ _ _ _ over the hills.

SIMPLER SENTENCES (Verbs)

DIRECTIONS: Two words are underlined in each sentence below. Make the sentences easier to understand by writing the "key word" for each underlined word in the blanks. (The "key word" is the underlined word at the top of each "Synonym Group".) The "Synonym Group" number is shown in parentheses.

1. We had to discontinue (6) our game and haul (12) firewood.
   We had to _ _ _ _ _ our game and _ _ _ _ _ _ firewood.
2. If we stimulate (16) the squirrel, it may fling (8) nuts down.
   If we _ _ _ _ _ _ the squirrel, it may _ _ _ _ _ nuts down.
3. Dad grasped (27) the branch and started to sever (3) it.
   Dad _ _ _ _ _ _ _ the branch and started to _ _ _ it.
4. Their amazed fans gaped (23) as we trounced (24) their team.
   Their amazed fans _ _ _ _ _ _ as we _ _ _ _ their team.
5. I must modify (25) the design because she despises (9) red.
   I must _ _ _ _ _ _ the design because she _ _ _ _ _ red.
6. If you criticize (17) them, they will probably whimper (4).
   If you _ _ _ _ _ them they will probably _ _ _.
7. I cannot sprint (2) because I sprained (19) my ankle.
   I cannot _ _ _ because I _ _ _ _ my ankle.
8. Debby mentioned (22) that it would not whirl (18) any more.
   Debby _ _ _ _ that it would not _ _ _ _ any more.
9. No one will assault (1) us after we construct (13) this wall.
   No one will _ _ _ _ _ _ us after we _ _ _ _ this wall.
10. After I consume (21) this, I'll disclose (10) the presents.
    After I _ _ _ this, I'll _ _ _ _ the presents.
11. "Convey (12) the good news to the king," whooped (20) the men.
    "_ _ _ _ _ the good news to the king," _ _ _ _ _ _ the men.
12. Let's meander (11) through the town and glance (23) at toys.
    Let's _ _ _ _ _ _ through the town and _ _ _ _ at toys.

UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will learn that repetitive use of an adjective in a paragraph makes a reading of it very dull. The student will re-write a paragraph using his own synonyms to make it more colorful or interesting.	Knowledge of synonyms and use of the Thesaurus.
34	35

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Run off copies of a paragraph which uses a particular adjective such as "big" over and over again. (Re-write a paragraph from a book or newspaper.)	Replace the repetitious adjective with synonyms of your choosing. Share your paragraph with those of other students and make improvements.	In Other Words Exercise Book Scott, Foresman and Company
2. Have students change the given word throughout in order to make the reading more interesting.		
3. Have students share what they have written.		
4. Discuss how the mood of the writing changes with words chosen.	Make a statement about how the mood changes with the choice of words.	FOLLOW-UP/EVALUATION

UNIT AREA: LANGUAGE ARTS

LEVEL: 5-6

SUBTOPIC: VOCABULARY

DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will learn that the use of more exciting verbs will improve the interest of his paragraphs. The student will re-write a given paragraph, changing given verbs with more exciting ones.	Knowledge of verbs, synonyms, Thesaurus.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Hand out dittos of a paragraph with very simple verbs in it. (Re-write a story or newspaper paragraph inserting simple verbs.)		
2. Have students re-write the paragraph placing colorful or more interesting verbs in lieu of simple verbs.	Re-write the given paragraph and replace all verbs with more colorful or effective ones.	In Other Words Exercise Book Scott, Foresman Co.
3. Have students share their paragraphs with each other and critique.	Share your paragraph with others and discuss choice of synonyms. Discuss the change of mood with different synonyms.	
		FOLLOW-UP/EVALUATION

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UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The students will have a better understanding of the adjective and its function in describing nouns. Introduction to work with Thesaurus.	Understanding the function of the adjective.

42

43

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Review function of adjective.		
2. Draw the picture of a house, tree, or any other noun that the students will be able to describe.	Students are to give as many adjectives as possible to describe the object on the board.	
3. Group words into those that convey different kinds of feelings and discuss that reason for choosing words carefully when writing.	Students will give synonyms to convey feelings about the object.	
		FOLLOW-UP/EVALUATION

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UNIT AREA: LANGUAGE ARTS

LEVEL: 5-6

SUBTOPIC: VOCABULARY

DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will use a Thesaurus to re-write phrases.	Ability to use Thesaurus.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Run off some simple sentences with phrases or words underlined which can be said in a more complex way. Example: The pretty girl said, "The food is good".		
2. Have students use their Thesaurus to say this in three different ways.	Students will use their Thesaurus to restate phrases in three different ways.	Reference Tools and Study Skills Milliken
		FOLLOW-UP/EVALUATION

UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will use a Thesaurus to find unusual names for colors. The student will use the Thesaurus to separate the meanings for the word "travel".	Ability to use the Thesaurus.
50	51

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Run off a list of common colors and a list of their unusual variations. Example: ivory raven amethyst plum veridian umber		Reference Tools and Study Skills Milliken
2. Have students match up unusual names with their more common color.	Identify the common color name for the unusual color variations.	
3. List the many synonyms for the word "travel".	Find, from the list provided, the correct word or words for the phrases given.	
4. Have students choose the correct word for the ways of moving such as: "to walk proudly" "to lag behind" "to drag your feet"		FOLLOW-UP/EVALUATION

UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The teacher will facilitate the students ability to write more descriptive sentences.	Knowledge of descriptive words.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Write the following sentence on the board: "The man ate his meal." 2. Have students answer the following questions: a. Who was the man - lumberjack, patient, etc.? b. How did the man eat? c. What was the meal? 3. Do the above with the following sentence: "The wind blew through the trees." a. How did the wind sound? b. What kind of trees? "A strange dog walked toward us." a. Why was the dog strange? b. What kind of dog was it? c. How did the dog walk?	Have students expand the sentence by answering the questions and re-writing the sentence.	Language Scott, Foresman and Co. FOLLOW-UP/EVALUATION For the following topics, list 3 specific details to create a word picture and put those details together to write a sentenc 1. a suspicious stranger 2. a child walking a big dog

UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will learn how to "make a word his own".	Ability to use a dictionary.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Choose ten somewhat related words.		
2. Go over meaning the students have found and discuss for further understanding.	Students will look up meanings of ten words.	30 Days To A More Powerful Vocabulary Funk & Lewis
3. Give the initial letter and a concise meaning for each of the ten words. Have students fill in words without looking at the vocabulary words.	Given the initial letter, choose the correct word for the given meaning. Correct the paper and study the concise meaning with the correct answers.	
		FOLLOW-UP/EVALUATION

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UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will use his newly acquired vocabulary words to reinforce his knowledge of parts of speech. The student will demonstrate his understanding of the vocabulary words by placing them in sentences.	Knowledge of the noun adjective adverb verb

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Discuss suffixes and parts of speech.		30 Days To A More Powerful Vocabulary Funk & Lewis
2. Give ten sentences with spaces for the ten vocabulary words. In each sentence, have students change the word to another part of speech. Example: Change wanton to a noun, as, Hers was a life characterized by _____.	The student will change his newly acquired vocabulary words into different parts of speech.	
3. Give student sentences with the vocabulary word deleted to see if they understand word well enough to complete the sentence.	Complete sentences with your newly acquired vocabulary words deleted.	
		FOLLOW-UP/EVALUATION

UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will demonstrate his understanding of "his" vocabulary words by discerning the validity of sentences using those words. The student will demonstrate his understanding of "his" words by determining antonyms and synonyms of those words.	Understanding of new vocabulary words, synonyms, and antonyms.
64	65

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Make a true/false statement about each of ten vocabulary words. (Example: During its latter period, Ancient Rome was noted for its <u>wanton</u> excesses.)	Answer true or false to statements concerning your ten words.	
2. Write each of ten words with a synonym or antonym and have students determine the relationship.	Determine whether or not the words are synonyms or antonyms to their companion words.	
		FOLLOW-UP/EVALUATION
		List ten initial letters and see if students can write all ten of their words without looking at them.

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UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will understand the different ways of walking. Note: This activity can be done with any word that has many synonyms.	Ability to use the dictionary

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. List ten or fifteen synonyms for the word "walk" in a column. 2. List meanings of each synonym in column 2. 3. Have students match up the meanings. 4. Discuss their answers and the differences in the feelings the words convey.	Match the words in column 1 with their meaning in column 2.	FOLLOW-UP/EVALUATION

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UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will determine which definition of a word is being used in a sentence.	Basic dictionary skills.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Run off sentences for two meanings of the words "girth", "carriage", "grill" and "fork".	Have students look up the multiple meanings of "girth", "carriage", "grill", "fork".	Building Word Power F Modern Curriculum Press
2. Have students look up these words and place meaning 1 and 2 next to the given definitions.	Having assigned "1" to first definition and "2" to second definition, the student should place that number next to the word used in a sentence.	
	Student should now write his own sentence for each of 2 definitions of each word to demonstrate his understanding of those words.	
		FOLLOW-UP/EVALUATION

UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
Having the definitions of two closely related words, the student will demonstrate his understanding of those words.	Dictionary use.

74

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Discuss the fact that distinguishing between closely related words can enhance the students' use of the written language.		30 Lessons In Word Usage Curriculum Associates
2. Give 5 pairs of words. The words in each pair should be closely related. Example: impact/influence element/factor can/may expose/reveal	Look up definition of each of ten words.	
3. Have student put words into sentences in which words are deleted.	Fill in blanks in sentences given.	FOLLOW-UP/EVALUATION
4. Have student write his own sentence for each word.	Write your own sentence for each of given words.	

UNIT AREA: LANGUAGE ARTS

LEVEL: 5-6

SUBTOPIC: VOCABULARY

DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
Given ten words and ten definitions, the student will match up meanings and group into similar pairs. To demonstrate his understanding of those words, he will write his own sentence for each.	Dictionary use.

77

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Give a list of ten words and ten meanings.		30 Lessons In Word Usage Curriculum Associates
2. Have students match up meanings for given words.	Match up word with meaning using the dictionary when necessary.	
3. Have students pair up similar words.	Pair up words with similar meanings.	
4. Have students write their own sentence for each word to demonstrate his understanding of them.	Write a sentence of your own for each word.	
		FOLLOW-UP/EVALUATION

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UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
Given words with similar meanings, the student will correct a given sentence with the right word from each pair, and explain why the word he chose is more correct.	Dictionary skills.

80

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Have students define ten given words.	Define ten given words.	30 Lessons In Word Usage Curriculum Associates
2. Give five apparently correct sentences.	Correct five given sentences if necessary.	
3. Have students insert correct word and explain why his word is correct. Example: as/like Sentence Example: Wrong Winston tastes good like a cigarette should.	Explain why you believe your word choice is correct.	
		FOLLOW-UP/EVALUATION

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UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
Having increased his knowledge of word meanings, the student will write sentences with similar words, placing <u>both</u> words in the same sentence.	Dictionary use.

83

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Give five pairs of similar words.		30 Lessons In Word Usage Curriculum Associates
2. Have students define the words.	Define words given.	
3. Have students use each pair of words in the same sentence.	Use each pair of words in the same sentence.	
		FOLLOW-UP/EVALUATION
84		85

UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
The student will distinguish between two words as to their correct meaning.	Thesaurus or dictionary use.

86

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Discuss "shades of meanings" between two words. (Follow-up activity to previous work on similar meanings.)	Look up underlined synonyms. Find the difference between meanings.	In Other Words Exercise Book Scott-Foresman
2. Write a sentence with choice of synonyms for answer.	Decide which synonym is more correct.	
3. Have student choose correct answer and explain his answer. Example: When something is shockingly large, is it extensive or enormous?	Explain your answer.	
		FOLLOW-UP/EVALUATION

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UNIT AREA: LANGUAGE ARTS LEVEL: 5-6

SUBTOPIC: VOCABULARY DEVELOPER: CAROL JOHNSON

OBJECTIVE	ENTRY SKILLS
Having been given the definition of a Latin (Greek, etc.) word, the student will choose a meaning for a word given in a sentence using that word base. Example: volvere = to roll 1. Jon became <u>involved</u> with a band of robbers. a. rolled in b. not rolled c. rolled away from Example: terra circum navigare jectus-jacere	Dictionary use.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
1. Give the meaning of a foreign word that has base words in English.		Vocabulary Development MacMillan
2. Give sentences using that base word with multiple choice answers.	Choose correct meaning for underlined words in the sentences, using base-word definition as a reference.	
3. Give a list of words and have student choose the words he thinks came from the base word. Have him explain why he thinks the word is related. Example: revolver A gun with a chamber containing bullets which roll around the gun.	Choose words from list which are related to given foreign word and explain why you feel they are related.	
		FOLLOW-UP/EVALUATION